

Year 6		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying		I can solve number problems and practical problems involving a range of ideas			
Number	Number system and counting	I can read, write, order and compare numbers up to 10,000 and determine the value of each digit (4c)	I can read, write, order and compare numbers up to 100,000 and determine the value of each digit (4b)	I can read, write, order and compare numbers up to 1,000,000 and determine the value of each digit (4a) (Y5)	I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit (5a)
		I can round 3 and 4 digit numbers to the nearest 10 and 100 (3b)	I can round 5 digit numbers to the nearest 10, 100 and 1000 (4b)	I can round any number up to 1,000,000 to the nearest 10, 100, 1000 and 10,000 (4a) (Y5)	I can round any whole number to a required degree of accuracy
		I can recognise negative numbers and continue negative number sequences and find missing numbers (3a)	I can put negative numbers onto a number line	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through 0 (Yr 5)	I can use negative numbers in context, and calculate intervals across 0
					I can solve number and practical problems that involve all of the above
	Fractions and decimals		I know and can use the terms multiple and factor	I can identify common factors of pairs of numbers	I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
	I can compare and order fractions whose denominators and multiplies	I can compare and order fractions whose denominators and	I can compare and order fractions, including fractions >1 using resources	I can compare and order fractions, including fractions >1	

		of the same number using resources	multiplies of the same number (Yr 5)		
		I can add and subtract fractions with the same denominator (Yr4)	I can add and subtract fractions with the same denominator and multiplies of the same number (Yr 5)	I recognise and understand mixed numbers	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
		I can multiply proper fractions by a whole number using materials and diagrams	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Yr 5)	I can multiply simple pairs of proper fractions	I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
				I can divide proper fractions by whole numbers using diagrams	I can divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
					I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
			I can read and write decimal numbers as fractions and vice versa E.g. $\frac{73}{100} = 0.73$ (Yr 5)	I can partition decimal numbers up to 3 decimal places and state the value of each digit.	I can identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
			I can recognise and write	I can solve problems which	I can recall and use

			decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ and $\frac{3}{4}$ (Yr 4)	require the knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25. *	equivalences between simple fractions, decimals and percentages, including in different contexts
Calculating	Addition & Subtraction		I can add and subtract multiples of 10 and 100 to three and four digit numbers mentally	Add and subtract numbers mentally with increasingly large numbers	I can perform mental calculations, including with mixed operations and large numbers
			I can use brackets in simple calculations (4a)	I can use brackets and inverses effectively e.g. $(24+P) \times 6 = 150$	I can use my knowledge of the order of operations to carry out calculations involving the 4 operations
		I can solve simple addition and subtraction problems (2c)	I can solve more complex one step problems in context deciding which operations to use and why (3c)	I can solve addition and subtraction two-step problems in context deciding which operations and methods to use and why(3b)	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
		I can solve one-step problems in contexts, deciding which operations to use and why (2b)	I can solve more complex one-step problems in contexts, deciding which operations to use and why (3c)	I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why (3b)	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
			I can check whether my answer is likely	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of	I can use estimation to check answers to calculations and determine, in the context of a problem,

				accuracy (Yr 5)	an appropriate degree of accuracy
Multiplication & Division	I can recall all times tables up to 12 x 12 and know related division facts.	I can multiply larger numbers (<10,000) by single-digit numbers using short multiplication	I can multiply decimals by a single-digit number using short multiplication	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	
		I can recall all division facts related to times tables up to 12 x 12	I can divide a two digit number by 2,3,4,5, and 10 with whole number answers and remainders (3a)	I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	
				I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
	Recall and use multiplication and division facts up to 12 x 12 (Yr 4)	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 1 and 0; dividing by 1; multiplying together three	I can multiply and divide numbers mentally drawing on known facts. (Yr5)	I can perform mental calculations, including with mixed operations and large numbers	

		numbers. (Yr 4)		
		I know multiples, factors, square numbers prime numbers (4b)	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. (Yr 5)	I can identify common factors, common multiples and prime numbers.
		I can use brackets in simple calculations (4a)	I can use brackets and inverses effectively e.g. $(24+P) \times 6 = 150$ (5c)	I can use my knowledge of the order of operations to carry out calculations involving the 4 operations
	I can use knowledge of times tables and place value to multiply U.t by U e.g. $0.6 \times 4 = 2.4$	I can use knowledge of times tables and place value to multiply TU.t by U e.g. $0.06 \times 4 = 0.24$	Multiply one-digit numbers with one decimal place by whole numbers	I can multiply one-digit numbers with up to 2 decimal places by whole numbers
			I divide HTU by U where the remainder is recorded as a fraction.	I can use written division methods in cases where the answer has up to 2 decimal places
				solve problems which require answers to be rounded to specified degrees of accuracy
				I can solve problems involving multiplication and division
		I can check whether my answer is likely	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (Yr 5)	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of

				accuracy
Geometry – Properties of Shape		I can name a circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cylinder, sphere, cuboid, cone, pyramid (Yr 3)	I can draw 2d shapes (Yr 3)	I can draw 2-D shapes using given dimensions and angles
			I can make 3d shapes using modelling materials; recognise 3d shapes in different orientations and describe them.	recognise, describe and build simple 3-D shapes, including making nets
			I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (Yr 4)	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
				I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
		I can identify acute and obtuse angles and compare and order angles up to two right angles by size. (Yr 4)	I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (and right	I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find

			angles) (Yr 5)	missing angles
Position and Direction			I can describe positions on a 2D grid as coordinates in the first quadrant (Yr 4)	I can describe positions on the full coordinate grid (all 4 quadrants)
		I can describe movements between positions as translations of a given unit to the left/right and up/down (Yr 4)	I can identify, describe and represent the position of a shape following a reflection or a translation, using the appropriate language, and know that the shape has not changed (Yr 5)	I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Measurement		I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Y4)	I can solve problems involving converting between units of time (Y5)	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
	I can convert between units of length and capacity (ml, l)	I can convert between units of length, capacity and time (seconds, minutes, hours, days)	I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml) (Y5)	I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
			I can understand and use equivalences between metric units and common	I can convert between miles and kilometres

			imperial units such as inches, pounds and pints (5b)	
	I can find the length of a rectangle given the perimeter and width (5c)	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (5a)	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m	I can recognise that shapes with the same areas can have different perimeters and vice versa
	I can use the formula $L \times B$ to find the area of square/rectangle (5c)	I can find the area of rectilinear shapes by counting squares (5a)	I can calculate and compare the area of squares and rectangles including using standard units cm^2 and m^2 and estimate the area of irregular shapes	I can recognise when it is possible to use formulae for area and volume of shapes
				I can calculate the area of parallelograms and triangles
		I can compare and order different volumes	I can estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
Statistics	I can collect discrete data (4b)	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and	I can complete, read and interpret information in tables, including time tables (4c)	I can interpret and construct pie charts and line graphs and use these to solve problems

		line graphs (4a) (Y4)		
	I can draw a line graph (4a)			I can calculate and interpret the mean as an average
Algebra		I can use inverses in number problems (e..g I think of a number, double it and add five, the answer is 35. What is the original number) (3b)	I can use symbols and letters to represent an unknown number	I can use simple formulae (5b)
			I can use my knowledge of the order of operations to carry out calculations involving the four operations	I can express missing number problems algebraically
				I can find pairs of numbers that satisfy an equation with 2 unknowns (5b)
				I can enumerate possibilities of combinations of 2 variables
				I can recognise negative numbers and continue positive negative number sequences and find missing numbers (3a)
Ratio and Proportion		I can understand simple ratio and can solve problems involving direct proportion by scaling up/down (5b)	I can reduce a ratio to its simplest form and use it in problem solving by multiplying (e.g. given the ingredients in a recipe for 5	I can solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer

			people, calculate the quantities needed for 8) (5a)	multiplication and division facts
				I can solve problems involving similar shapes where the scale factor is known or can be found
	I can find simple percentages of quantities (e.g.10%, 25%, 50% and 75%) of quantities (4b)	I can find percentages (e.g. 30%, 60%) of quantities (multiples of 10) (4a)	I can calculate simple fractions and percentages of quantities (e.g. 3/8 of 980g, 15% of 360)	I can solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison (5b)
				I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples